

4 month reporting date 7/20/07  
8 month reporting date 11/20/07  
Closed 3/13/08  
12 month completion date 3/20/08

## Redfield School District Improvement Plan/Progress Report Form

### Scheduled Date of Completion:

#### Principle 1 General Supervision

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:16:01. Comprehensive system of personnel development.**

**ARSD 24:05:16:05. Staff development component in school district's comprehensive plan.**

**ARSD 24:05:16:08. Content of personnel needs assessment.**

**ARSD 24:05:16:16.01. Paraprofessionals and assistants.**

The monitoring team determined through interviews with paraprofessionals, general education teachers, special education teachers and administrators, professional development opportunities are not available to all staff. Staff indicated very little or no information is available and some staff reported they are not aware of the process for requesting attendance at a workshop, inservice or other staff development activity. Some district staff indicated they were not provided with an opportunity to complete a needs assessment survey.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**1. The district will provide professional development for all staff including administrators, paraprofessionals and related service providers in the areas of evaluation process, eligibility determination, IEP and modifications and accommodations.**

**2. The district will ensure a process for distributing information about professional development activities and an application for professional development activities. The application should specifically state the responsibility of the district for costs incurred by district staff.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

**The district will ensure and provide professional development for all staff.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

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<p>1. What will the district do to improve?          The district will provide information regarding staff development activities to all staff, paraprofessionals and related services providers regarding the evaluation process, eligibility, IEP and modifications and accommodations.</p> <p>What data will be given to SEP to verify this objective?          The district will send SEP a copy of the agenda and a list of staff attending the training.</p>	<p><b>November, 2007</b></p>	<p><b>Principals</b></p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month) All staff attended a meeting regarding IEP, referrals, and other special education areas. The meeting was held on October 11, 2007 from 7:30 until 8:00 and on October 18, 2007 from 7:30 to 8:00AM. Other staff development opportunities were as follows: October 29<sup>th</sup> Data work with ESA 4. We did review test data from 2003-2007. We did find strengths and weakness. This will help assure compliance with NCLB. On January 2, 2998 We will have two hours of technology, Boys Town training for two hours of CPR training. On February 29<sup>th</sup> we will continue with CRP and Boys Town Training. The remainder of the time will be determined with the PDC committee. On April 4, 2008 two we will hold two ours of elementary reading, 1 hour of NCA prompts, four hours of Boys Town training, and two hours of CPR. This year we have gone to full days of in-service These days were set up by the PDC with input from all staff to the PDC.</p>			
<p>Please explain the data (8 month)On October 11<sup>th</sup> and October 118<sup>th</sup> we had two morning in-service sessions which covered the IEP process ,evaluation process, eligibility, and modifications and modifications. , All staff paraprofessionals and service providers attended both in-service days. Roxana Uttermark, our school psychologist did the in-service. Please note the schedule as provided in the 4month data for in-service activities for the remainder of the year.</p>			
<p><b>January 15<sup>th</sup> and 24<sup>th</sup>, 2008-On-site Follow-up Summary</b>          Required staff participated in an in-service on October 11<sup>th</sup>, and 18<sup>th</sup>, 2007. Copies of the staff sign in sheet have been submitted along with a copy of the training agenda. The agenda covered all required areas in the IPPR.  <b>Recommendation: Meets requirement</b></p>			

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<p>2. What will the district do to improve? Staff development information will be shared with all staff including paraprofessionals. The district will pay for registration, and provide a van for their use and lodging if needed.</p> <p>What data will be given to SEP to verify this objective? The district will submit a list of person attending staff development activities. The list will include the type or name of training, dates, times and a list of who attended.</p>	<p><b>November, 2007</b></p>	<p><b>Principals and In- service committee</b></p>	
<p>Please explain the data (4 month) Plans are under way to provide in-service to all staff, paraprofessionals and service providers.</p>			

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Please explain the data (8 month) The district is using TCAP funds for workshops that are out of the school day. Paraprofessionals are allowed to attend workshops that deal with educational issues. Registration and lodging is provided when needed. All staff have the option of using a school van. The following staff members who attended the special education in-service pm October 11th 2007 Deb Green Special Education Aide, Jane Keller sign for deaf student, Andrea Heupel sign for student who hard of hearing, Deann Zens Title I Math, Karla Anderson Kindergarten aide ,Merrille Woodledge 2<sup>nd</sup> grade teacher, Nancy Neilson, Title I Reading, Jean Mitchell PT Kathy Scott Early Childhood teacher, Rebecca Woodring, 3<sup>rd</sup> grade teacher, Trixie Schlecter, 1<sup>st</sup> grade teacher, Carla Olson 1<sup>st</sup> grade teacher, Carla Chase 2<sup>nd</sup> grade teacher, Don Paulson 5<sup>th</sup> grade teacher, Shirley Holt Special Education aide, Julie Rozell PE Teacher, Mary Boots 6<sup>th</sup> grade teacher, Donna Harford Special Education teacher, Mary Stewart school nurse, Karol Artz District aide, Tammy Applettolf district aide, Carmen Lapp Speech and Language, Diane Thomason Life Skills Special Education teacher, Kim Roeber Kindergarten teacher, Verna Ellenson 5<sup>th</sup> grade teacher, Ranee Zens Kindergarten teacher, Barb Paulson 4<sup>th</sup> grade teacher, Marlene Eimers 4<sup>th</sup> grade teacher, Kristi Klapperich 3<sup>rd</sup> grade teacher, trace Schutte 6<sup>th</sup> grade teacher, Deb Stroud district aide, Lori Liebing speech and language, Irene Jensen library aide, Peggy Morris head library, Annette Bentzin special education aide, Marsha Solheim elementary secretary, Jerold Bender elementary principal Director of Special Education (K-6) . the following staff atender the special education inpservice on October 18<sup>th</sup> from 7:30-8:00 Marsha Solheim elementary secretary, Mary Stewart school nurse, Don Paulson 5<sup>th</sup> grade teacher, Mary Boots 6th grade teacher, Kathy Scott Early Childhood Teacher, Deb Green Special education aide, Donna Harford Special Education teacher, Karol Artz District aide, Karla Chase 2<sup>nd</sup> grade teacher, Meerrile Woodledge 2<sup>nd</sup> grade teacher, Sandy Jungwirth OT, Tammy Apppletoft District aide, Carla Olson 1<sup>st</sup> grade teacher, Trixie Schlecter 1<sup>st</sup> grade teacher, Nancy Neilson Title I Reading, Verna Ellenson 5<sup>th</sup> grade teacher, Marlene Eimers 4<sup>th</sup> grade teacher, Shirley Holt Special education aide, Carmen Lapp speech and language, Lori Liebing speech and language, Peggy Morris head library, Anette Bentzin Special Education aide, Irene Jensen library aide; , Tracy Schutte 6<sup>th</sup> grade, Diane Thomason Life Skills special education teacher, Julie Rozell PE teacher, Jane Keller signs for deaf student, Andrea Heupel signs for a hard of hearing student, Barb Paulson 4<sup>th</sup> grade teacher, Deb Stroud District aide, Kristti Klapperich 3<sup>rd</sup> grade teacher, Rebecca Woodring 3<sup>rd</sup> trade teacher Kin Roeber Kindergarten teacher, Ranee Zens Kindergarten teacher, Jerold Bender elementary principal director of special education (k-6)

#### **January 15<sup>th</sup> and 24<sup>th</sup>, 2008-On-site Follow-up Summary**

Required staff participated in an in-service on October 11<sup>th</sup>, and 18<sup>th</sup>, 2007. Copies of the staff sign in sheet have been submitted along with a copy of the training agenda. The agenda covered all required areas in the IPPR. Alternative Center staff participated in an in-service on 8-14-07 presented by Rita Pettigrew, Education Specialist. Changes in IDEA 2004 were covered in the presentation.

Memo regarding paraprofessional meeting held on 5-11-06 was submitted. All paraprofessionals were present...list provided. Information presented at the meeting included request for participation to attend Literacy Workshop on June 24-26, all expenses to be paid by the district. Results, no one chose to participate. Staff may participate in training activities upon request.

**Recommendation: Meets requirement**

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## Principle 1 General Supervision

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:22:03. Certified child..**

The monitoring team concluded 4 students were placed on the child count under the wrong disability category. The evaluation information did not support the disability category on the 2005 child count. A student was listed on the child count as 510 mental retardation, evaluation information supported specific learning disability. A student was listed on the child count as 505 severe emotionally disturbed, evaluation information supported mental retardation. In another file, the student was listed as 525, specific learning disability and the evaluation information in the student files supported mental retardation. A student was listed on the 2006 child count as multiple disability, 530 (510,550), the evaluation report suggested autism however, an autism evaluation was not administered and the multidisciplinary team report dated (1-8-07) indicated 530 (510,550 and 555).

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district will ensure evaluation information supports the disability category listed on the child count.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

**The district will use current evaluation information to determine the proper disability category.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
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<p>1. What will the district do to improve?          Special education staff will determine evaluation information necessary for placing a student in a disability category. Staff will send a prior notice for evaluation/consent for any additional evaluation information needed. The district will complete the evaluation and provide prior notice for a meeting. The team will then decide the disability category and complete the multidisciplinary team report. The information will be documented on a SIMS form indicating what disability exists. This form will be provided to the person completing the SIMS information and correct category will be placed on the child count.</p> <p>What data will be given to SEP to verify this objective?          The district will follow procedures and submit a list of the students referred to in the findings of the onsite review. Submit a chart with the four students, DOB, date of meeting to make changes and the category number.</p>	<p><b>Immediately</b></p>	<p><b>Special education staff and SIMS coordinator</b></p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month) I have review twelve files. All twelve files were in compliance. I did review speech, learning disability and MR files. Again all files reviewed were in compliance.</p> <p>8 Month I have personally checked three of the four files that were coded incorrectly during our review. The three that I did check were now correctly coded. The fourth student was from the Turtle Creek Program. That child is no longer there and so therefore I was unable to check for the coding of the fourth student. The special education staff have been directed to visit Mrs. Waldner who does the SIMMS work. They check at least two times per year to see that all the count is correctly recorded.</p>			
<p><b>January 15<sup>th</sup> and 24<sup>th</sup>, 2008-On-site Follow-up Summary</b>          The IEP teams met as required for these students. File review data was gathered and child count data was checked. All three remaining students were appropriately evaluated and reported on the 2006 and the 2007 child counts in the correct disability category. Copies of the MDT/Eligibility documents for these students will be submitted with this summary.  <b>Recommendation: Meets requirement</b></p>			

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### Principle 3: Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:04. Evaluation procedures.**

**ARSD 24:05:27:03. IEP team to determine related services.**

**ARSD 24:05:27:04. Determination of related services.**

Through staff interviews and file reviews, the monitoring team determined occupational therapy services are not consistent the amount of time documented in the student files. Evaluation reports and progress notes were not available in student files and services are not provided according to the student IEP. For students at Turtle Creek, occupational therapy observations were reported, however, no standardized test was administered and scored to determine the need for occupational therapy.

The monitoring team determined psychological report information was not brought forward on the prior notice for students who have at least two previous psychological tests in the file containing scores within the same ability range. The files showed students were not evaluated in all areas of suspected disability and parents were not given prior notice of all evaluation information utilized for eligibility determination for students at Turtle Creek.

The monitoring team reported a comprehensive evaluation was administered and the results showed autism AXIS I, however, no autism evaluation was listed on the prior notice nor was it administered.

The monitoring team reported functional assessment needs to provide relevant information that directly assists persons in determining the educational needs of the student. The monitoring team concluded files of students at Turtle Creek did not include functional assessment necessary for educational planning needs.

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district will use reliable, valid, standardized assessment instruments to develop evaluation reports. Evaluation reports and progress notes must be included in student files. Occupational therapy services must be provided to identified students as stated on the IEP.**

**The district will utilize a process for the determination of necessary evaluation data. This information must be documented on the prior notice/consent to inform parents and notify team members of their responsibility in assuring all necessary evaluations are administered.**

**The district will ensure the evaluation process meets the minimum requirements including functional assessment.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The district will develop evaluation reports using reliable, valid standardized assessment instruments, functional assessment, progress reports and provide services as stated on the student's IEP.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the district do to improve?            Staff including OT and PT have be informed they are to use valid and reliable standardized assessments tools. The OT will provide services as indicated on the IEP.</p> <p>What data will be given to SEP to verify this objective?            The district will review files completed since the onsite review and report the number of files reviewed and the number completed correctly.            The district will observe OT services and submit a chart with student name, amount of service stated on the IEP and the amount of service provided.</p>	<b>August and November</b>	<b>Principal</b>	(completed by SEP)
<p>Please explain the data (4 month) I have a schedule of the OT IEP indicates thirty minutes per week. In reviewing the OT schedule the minutes are provided as listed on the IEP. PT is on a consult basis. This is happening as listed on the IEP.</p>			



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Please explain the data (8 month) In observation of the PT, I have seen on five different times that she is actually spending thirty minutes per week. The OT is on a consult basis one time per month as listed on the IEP. I have observed the OT on two occasions. The OT is coming as listed on the IEP.

**January 15<sup>th</sup> and 24<sup>th</sup>, 2008-On-site Follow-up Summary**

Occupational therapy: Data was collected from the 2007 child count and student IEPs. A chart has been developed and the amount of services provided is being documented. All discrepancies in the amount of service will be reviewed by the IEP team and appropriate action taken.  
 Currently a total of 11 students are receiving OT and/or PT services. In 7 of the 11 student's files standardized tests were administered and scored to determine the need for occupational therapy. Two students have been dismissed from services. Two students are being evaluated to determine continued eligibility for OT/PT as a related service. Results of the evaluation will be reported in the March progress report.

Please explain the data (12 month)

**March 14<sup>th</sup>, 2008 – On-site Follow-up Summary**

Two students were evaluated to determine eligibility for related service. Copies of the evaluation reports have been reviewed and submitted. The IEP team determined services were not needed for one student. The other was a child count documentation error. The student other student was evaluated and dismissed from services.  
 The PT and OT submitted a chart which documented the date and amount of service each student received. Students are receiving service according to their IEP.  
 Recommendation: Meets Requirements

<p>2. What will the district do to improve?          The district will cross check the prior notice for evaluation and the evaluation report to determine if necessary evaluation data is reported.</p> <p>What data will be given to SEP to verify this objective?          The district will submit the number of files reviewed since the onsite review and the number of them containing the necessary evaluation data.</p>	<p><b>August and November.</b></p>	<p><b>Director of special education and supervisors.</b></p>	
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Please explain the data (4 month) I will monitor the permission for evaluation and assure that what is on the permission for evaluation tests are indeed the tests that are to given. I will monitor at least four permission for evaluation and making sure that those tests are given

Please explain the data (8 month) , I do check the evaluations and permission for evaluation and the tests given do indeed match. I have checked four permission for evaluation and the tests given. The four monitored were tested as listed on the permission for evaluation.

**January 15<sup>th</sup> and 24<sup>th</sup>, 2008-On-site Follow-up Summary**

Technical assistance was provided to all Turtle Creek Staff on February 24, 2008 regarding the procedures necessary to ensure students receive a comprehensive evaluation in all areas of suspected disability and correct prior notice/consent procedures are implemented during the evaluation process.

A total of six student files were reviewed who had been evaluated since the on-site review date.

1. All evaluations on the prior notice/consent were administered in 1 of 6 files.
2. Evaluations were administered that were not on the prior notice in 3 of 6 files.
3. Previous evaluation information used to determine continued eligibility was documented on the prior notice in 0 of 6 files.
4. Students received a comprehensive evaluation in all areas of suspected disability in 0 or 6 files.
5. Functional assessment was conducted in 3 of 6 files.

The Turtle Creek staff identified two students who will be reevaluated for continued eligibility prior to the 12 month completion date. Prior notice/consent and evaluation documentation will be reviewed on or before March 14<sup>th</sup> to determine if the revised procedures will correct the current evaluation issues.

Please explain the data (12 month)

**March 14<sup>th</sup>, 2008 – On-site Follow-up Summary**

Two students were evaluated since the January 15<sup>th</sup> and 24<sup>th</sup> follow-up. Through a review of the file (prior notice and evaluation procedures), the district met all of the criteria identified above. (1-5). Student file review documentation has been received.

**Recommendation: Meets Requirements**

**Principle 4: Procedural Safeguards**

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<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>ARSD 24:05:30:15. Surrogate parents.</b>  <b>The monitoring team determined through staff interview, the district does not have a list of potential surrogate parents.</b></p>			
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>The district will develop and maintain a list of potential surrogate parents and provide surrogate parent training.</b></p>			
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <b>The district will have a list of surrogate parents to choose from when parental rights have been terminated or a parent cannot be located.</b></p>			
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Record Date Objective was Completed</b></p>
<p>1. What will the district do to improve?          The district will develop a list of surrogate parents and provide training.</p> <p>What data will be given to SEP to verify this objective?          The district will submit a list of potential surrogate parents, training dates and a list of those attending.</p>	<p><b>Prior to June, 2007</b></p>	<p><b>Principals</b></p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month)</p> <p>Surrogate Parent Meetings will be held. The purpose and importance of the surrogate parents will be discussed. They will also be give handouts regarding the role of a surrogate parent. Training takes place in Mrs. Solheim's or in my office. At least one and possibly more surrogate meetings will be held during the school year The first Surrogate in-service was held on 06-18-2007 at 6:30. Those present were Brenda Osborn Surrogate Parent, Stacey Bebo Surrogate Parent, Brenda Stover Turtle Creak Teacher and Jerold Bender in-service presenter. On 11-23 07 in-service was held at 9:00 in the Principal's Office. Present were Liza Bixler Surrogate Parent and Jerold Bender in-service presenter.</p>			

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Please explain the data (8 month)I have presented the in-service information regarding surrogate parents to those who are now listed as surrogate parents. I am currently trying to set up the training for another person who has shown interest in being a surrogate parent. This surrogate parent is interested in the Turtle Creek Program. I have indicated to the ladies that work out there that I can do the training at any time. I do just need to know when this person can come in for the surrogate training. We currently have two surrogate parents who have been trained. We continually seek additional surrogate parents.

**January 15<sup>th</sup> and 24<sup>th</sup>, 2008-On-site Follow-up Summary**

The district has provided a list of surrogate parents, a copy of the training dates and material covered.

**Recommendation: Meet requirement**